

SCHOLARSHIP ✓  
2nd ✓

Burgess is in an important position & is a very valuable man. His influence on the Co. Tr. Schools is fine. We are anxious to see him helped to give him a fellowship & a course in Hampton. He wants to complete the 4 yr. course in Hampton. J.P.B.

GENERAL EDUCATION BOARD  
61 Broadway, New York

Fellowship Application Blank

1929 - 1930

Date April 10, 1929

Name in full John Philip Burgess

Present Address State College, Orangeburg, South Carolina  
(Street and Number) (City) (State)

Permanent Address State College, Orangeburg, South Carolina  
(Street and Number) (City) (State)

Place of Birth Charleston Co. S.C. Date of Birth 4/10/1892 Age 47

White or Negro W Single, married, widowed, divorced Married

Wife's Name B. G. Burgess Date of marriage 9/19/22 (second marriage)  
(Form of customary legal signature)

Number of children 2 Age and sex 17 male, 14 female

Health

Your weight in pounds 180 Height 5'-8" Are you in perfect  
(Feet-inches)

health so far as you know? Yes If not, what is the impairment?

Enumerate any serious sickness: give details Typhoid fever when

I was fifteen years of age.



Training	Name and Location of School	No. of Yrs. You Attended	Dates of Attendance	Did You Graduate? Give Degrees
Elementary	<u>Goodwill</u>	<u>4</u>	From <u>1891</u> To <u>1895</u>	<u>No</u>
High	<u>Cliffin College (H.S.)</u>	<u>6</u>	From <u>1901</u> To <u>1907</u>	<u>Yes</u>
Normal			From _____ To _____	
College	<u>Hampton Institute</u>		From <u>1925</u> To <u>1926</u>	<u>No</u>
University			From _____ To _____	

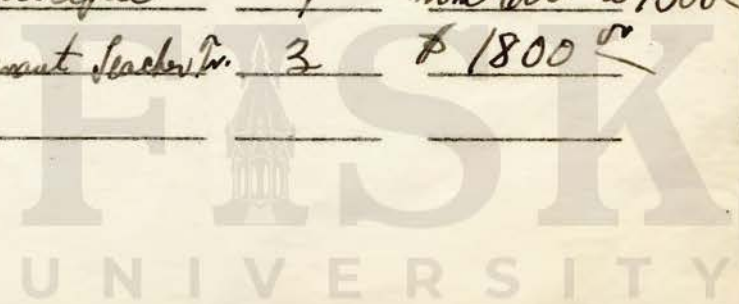
Attendance at summer schools, not institutes, in addition to preparation recorded above:

	Name and Location of School	No. of Weeks Attended	Dates of Attendance
Normal	<u>S.C. State College</u>	<u>22</u>	From _____ To <u>1914, 1921, 1926, 1927</u>
College	<u>Hampton Institute</u>	<u>12</u>	From <u>1919</u> To <u>1920</u>
University	<u>Tuckasee Institute</u>	<u>6</u>	" <u>1924</u>
Other School			From _____ To _____

Experience: How many years have you been in school work altogether? 19

Positions held (administrative, supervisory, teaching, etc.):

Name of Institution or School System	Location	Title of Position	Years of Tenure	Annual Salary
<u>Union (Rural)</u>	<u>Cades, S.C.</u>	<u>One teacher</u>	<u>3</u>	<u>\$ 120<sup>00</sup></u>
<u>Brookinton St. School</u>	<u>Timmonsville</u>	<u>Principal</u>	<u>3</u>	<u>350<sup>00</sup></u>
<u>Mullins (Graded)</u>	<u>Mullins</u>	<u>Principal</u>	<u>3</u>	<u>400<sup>00</sup></u>
<u>Marion Co. Training</u>	<u>Marion</u>	<u>Principal</u>	<u>7</u>	<u>from \$600<sup>00</sup> to \$1500<sup>00</sup></u>
<u>State A+M College</u>	<u>Orangeburg</u>	<u>Stenent. Teacher Tr.</u>	<u>3</u>	<u>\$ 1800<sup>00</sup></u>



Reference to persons acquainted with your qualifications:

<u>Name</u>	<u>Position</u>	<u>Address</u>
Mr. W. A. Schifley	Asst. State agent for Negroes,	Orangeburg, S.C.
Dr. R. S. Williamson	Pres. State College,	Orangeburg, S.C.
Mr. Wend Peterson	State Supervisor of Ag.,	Columbia, S.C.
Mr. T. C. Easterling	Supt. City Schools,	Marion, S.C.
Mr. S. J. Wall	Co. Supt. of Education,	Marion, S.C.
Mr. J. H. Hope	State Supt. of Education,	Columbia, S.C.
Mr. J. B. Felton	State agt for Negro schools,	Columbia, S.C.

Special Information

What position do you now hold?

Itinerant Teacher Trainer

Do you wish further training to fit yourself better for this position?

Yes

Or have you another position in mind? No If so, what is the position,

and how definite are the arrangements for your taking it? \_\_\_\_\_

What institution do you think offers the best opportunity for the studies you wish to take? Hampton Institute

What financial assistance are you guaranteed from the institution or school system you are now serving? None

For what length of time do you require additional assistance?

One year

Any additional information applicant wishes to give:

I have been given permission to study one year.

I spent one year and nine months in the Army.

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Studies Taken after Completion of High School

Name of Study	Year Taken	School or College	Times per Week	Weeks per Year	Mark or Grade if Available
History (American)	1914	S.C. State	5	4	B
School Administration	"	"	5	4	A
English	"	"	5	4	B
Algebra (College)	"	"	"	4	C+
Field Crops	1919	Hampton	5	6	} Grades not Available
Animal Husbandry	"	"	5	6	
Poultry Husbandry	"	"	5	6	
Methods in Teaching	"	"	5	6	
Apiculture	"	"	5	6	
Field Crops	1920	"	5	6	
Swine Production	1921	"	5	6	
Dairying	"	"	5	6	
Methods	"	"	5	6	
Apiculture	1924	Tuskegee	6	5	
Geometry I	"	"	6	5	90
Geometry II	"	"	6	5	80
Tests and meas.	"	"	6	5	85
Biology	1925-26	Hampton	4	12	B
Zoology	1926	"	4	12	C
Human Phys.	1926	"	4	12	B+
Soils & Fertilizers	1926	"	4	12	B+
Education 104-107	1925-26	"	3	36	A
Education 109-111	"	"	3	36	B
Education 123-127	"	"	3	36	B+
Rural Sociology	"	"	3	24	B
Agricultural Engineering	"	"	4	12	B
Greening	"	"	6	12	A
Farm Management	"	"	6	12	A
Field Crops	"	"	4	24	B+

(over)

Fisk University

1	2	3	4	5	6
C Chemistry	1926	SC-ATM	6	5	C
"	1927	"	6	5	AT
Drawing	"	"	6	5	80
History (American)	1921	"	6	5	75
Plant Production	"	"	6	5	90
Current Events	"	"	6	5	A
Geometry	"	"	6	5	85
Farm Mechanics	"	"	6	5	90
English	1928	University of Chicago	2	20	C - (By correspondence)



Wm J. C. Easterling -  
Supt City Schools - Marion S.C.  
S. J. Wall - Co Supt Education  
Marion S.C.

J. H. Hoge - State Supt -  
Marion - S.C.

SCHOLARSHIP  
*Ind*

*P*  
July 17, 1929

My dear Mr. Burgess: The Trustees of the Julius Rosenwald Fund have decided to grant scholarships to a selected number of Negroes who show promise of leadership or whose scholarship or accomplishment in the Arts is outstanding.

As the President of the Fund, I have been authorized to grant you a scholarship at the rate of \$1,000 toward your studies at Hampton Institute for one consecutive year, 1929-30.

Mr. George R. Arthur, our Associate for Negro Welfare, is writing you in detail regarding our procedure in the matter of payments.

The Trustees and Officers of the Fund take much satisfaction in being able to assist you to continue your studies.

Very truly yours,

RMG

Mr. John Philip Burgess  
State Agricultural and Mechanical College  
Orangeburg, S. C.

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State Agricultural and Mechanical College

Office of Itinerant Teacher Trainers in Vocational Education

Orangeburg, S. C.

February 20, 1936

SCHOLARSHIP

Miss Margaret S. Simon  
4901 Ellis Avenue  
Chicago, Ill.

Dear Miss Ellis:

I regret that my absence from my office causes this information to reach you somewhat late:

1. At the time of the Rosenwald Grant I was itinerant teacher-trainer of vocational agriculture.
2. My headquarters were at State A. & M. College, Orangeburg, S. C.
3. I am employed by the State Department of Education.

Yours very truly,

*John P. Burgess*  
John P. Burgess

JPB:B

FEB 26 1936

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✓ Please fill out and return in order that we may complete our records on former Rosenwald Fellows: Proc. Ag.

Name: John P. Burgess

Present position: Assistant Information

Officer, OPA FELLOWSHIP

Address: State Agricultural and Mechanical College

Orangeburg, S. C.

Significant recent activities:

On leave of absence from the college for the duration.

(Use additional sheet if desired)





THIS SIDE OF CARD IS FOR ADDRESS

**Acting Director for Fellowships**  
**Julius Rosenwald Fund**  
4901 Ellis Avenue  
Chicago 15, Illinois

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Community Programs  
in  
Relation to Defense  
and Morale

By

J. P. BURGESS

State College, Orangeburg, South Carolina  
President, Palmetto State Teachers Association

*Published by*

COMMISSION ON INTERRACIAL COOPERATION, INC.

710 Standard Building

Atlanta, Georgia

March, 1942

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# Community Programs

in

## Relation to Defense and Morale

By J. P. Burgess

Now that a war more devastating than the last, in which it was my privilege to serve and in which possibly some of you saw action, has been thrust upon us in the most treacherous manner, there is no alternative but to put our best into the struggle to the end that when the smoke of battle has cleared away the United Nations, with those against whom we are now fighting, will sit around the council table and formulate terms that will guarantee to all people the right to worship God as they please, to earn a decent living, and to educate their children to the maximum of their capacities.

### Why Do We Need Morale

The question might arise—why the need of programs, plans, or procedures in a nation, state, county, or community to promote morale in a time like this? It is because without morale no segment of civilians or of our Nation's armed forces can do its best.

There is no doubt in my mind, that Negroes will give a good account of themselves whenever or wherever they contact the enemy on land and in the air, or on the oceans if given a chance in the Navy. The Negro has proved his valor from the day of Crispus Attucks, who was the first to fall during the struggle for independence, to the recent unknown mess attendant at Pearl Harbor and the valiant Negroes now fighting with General McArthur on Luzon Island.

During World War I, I am told, Ne-

gro leaders in this and other states were told to help bolster the morale of Negroes, to encourage them to buy liberty bonds, and to be loyal to our country which was then fighting for democracy; they were told also that when the war was won the lot of the Negro in America would be better. To reiterate what followed upon the return of the Negro from France would be an insult to your intelligence. As a shock absorber, sane southern white people and sane Negroes organized the Commission on Interracial Cooperation. An organization which set out to curb unpleasant situations, with twenty-odd years of experience and untold accomplishments for interracial good will behind it, certainly is in position to institute and carry out a program that will endure.

### Negroes Should Be Represented by Negroes

As a Negro, I wish to give my personal opinion of how morale for all may be strengthened through community programs. I use the term "personal" advisedly because that opinion was not formulated by a committee of any kind.

People everywhere support best those things which they themselves, or through their representatives, have had a part in formulating. To that end, I am suggesting that all national, state, county, and local councils for defense take into consideration the Negro and permit our group to be represented on these councils. I do not have in mind separate Negro councils that receive plans and

policies after they are made, with instructions that they simply sign on the dotted line. It has been my privilege to serve on the executive committee of the State interracial committee for the past several years. The Negro members of that committee have been free to interpret the Negro problems, and the white members have interpreted the white people's views. Because of these meetings where free and untrammled discussions have taken place, we have been able to go before our people and speak with assurance of the support of all members of the committee.

### **I Have Never Been Able to Understand Why**

As a Negro, I have never been able to understand why the streets on which we live should not be paved and well lighted, why garbage is not removed therefrom so often as in other sections, or why roads in areas of our rural communities where Negroes live are practically impassable in rainy weather.

I have never been able to understand why so many schools operated for Negroes are considered as having a sufficient length of term when they run four, five, six, or seven months with teachers that are woefully underpaid. Yet the product of these schools are expected to make their contribution in peace and in war to their country, their state, their county, and their community.

I have never been able to understand why Negro children must walk great distances to school, oftentimes in severe weather, and yet are expected to maintain acceptable standards of health and achievements; nor can I understand how one state college, meagerly supported, can be expected to take care of the higher education of the Negro group in any state.

I have never been able to understand why so many people pronounce us inefficient and lazy when opportunity for our training is so limited; and those of us who are trained, in many instances, are denied the opportunity to work even in places that have defense orders for which all of us are paying.

We are required to obey laws made by those who deny us the right to help choose any representatives who participate in the making of those laws. In many instances the utterances of these lawmakers have been of such a nature as to cause self-respecting Negroes to feel greatly humiliated.

### **"The American's Creed" Is the Negro's Creed**

As a citizen of the United States, I believe in "The American's Creed:"

*I believe in the United States of America  
As a Government of the people by the  
people,*

*For the people; whose just powers are  
derived*

*From the consent of the Governed;*

*A democracy in a Republic;*

*A sovereign nation of many sovereign  
States;*

*A perfect union, one and inseparable;*

*Established upon those principles of  
Freedom,*

*Equality, Justice and Humanity for  
which*

*American patriots sacrificed their lives  
and fortunes.*

*I therefore believe it is my duty to my  
country to*

*Love it, To support its institutions, To  
obey its laws,*

*To respect its Flag, and*

*To defend it against all enemies.*

## **Negroes Will Give Their All to America**

I have tried to suggest a few areas to which, according to my opinion, community programs can lend themselves in making for higher morale and, incidentally, preventing a repetition of what occurred in Alexandria, Louisiana, a few weeks ago. Assuredly, the Negro is going to put his best into this war. He is going to fight the enemy wherever he comes in contact with him. There will be no fifth columnist in the ranks of the Negro. He will support the Red Cross; he will support an all-out program across the Atlantic or across the Pacific; he

will buy defense stamps and bonds to his limit; he will raise, can, and dry food. He, like other freedom loving people, "would rather die on his feet than live on his knees," a thing the dictator nations would have us do. As a result, when the Negro comes home after the conflict he will feel, as never before, that ALL the people of America have a country that none would hesitate to fight for and, if need be, die for. Meanwhile, he is going to continue to want and to work for the things he believes a democracy should guarantee to ALL.

*Address delivered to*

**SOUTH CAROLINA INTERRACIAL INSTITUTES**

**February, 1942**

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FELLOWSHIPS

November 19, 1946

Dear Mr. Burgess: Thank you very much  
for your generous reply  
to my recent letter, and we are sending an  
application blank directly to Mr. Buckman  
and Mrs. Burgess.

I also want to thank  
you for the interesting personal information  
and for the copy of your address which I read  
with a great deal of interest.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:rfl

Mr. John P. Burgess  
State Agricultural and Mechanical College  
Orangeburg, South Carolina

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JULIUS ROSENWALD FUND  
4901 Ellis Avenue  
Chicago, Illinois

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**SCHOLARSHIP**

The Julius Rosenwald Fund is making a review of the Negro Fellowships which it has granted during the past seven years. Since an appraisal of our activity thus far in this field will naturally have some effect on future policy, it is requested that all persons who have received fellowship grants from the Fund cooperate by filling in carefully the brief information asked for on the following blank and returning the information promptly to the Fund.

Name John Philip Burgess

Position at time grant was made Itinerant Teacher - Trainer of Voc. Agr.

Specific purpose of the fellowship study To complete my requirements for a Bachelors degree in Agricultural Education

Subject studied under the fellowship (or special work accomplished) Chemistry, Physics, Biology, Economics, and English

Institution at which fellowship study was carried on (or, if no specific institution was attended, state nature and place of the work carried out under the grant)  
Hampton Institute, Hampton, Va.

Present position or occupation Itinerant Teacher - Trainer of Vocational Agriculture in Negro Schools -

Your opinion of benefits received from the fellowship The fellowship has helped me in the following ways: (a) Increased practice with men (b) Broader view of the problems of rural life, (c) The minimum requirements of the Federal Board has been met, (d) <sup>Gave me</sup> a broader view of the and more intelligent view of the ever changing Agricultural Situation

In February 1934 I was permitted, by invitation of the General Education Board to meet with a committee at Hampton Institute to write up some suggested course ~~for~~ for teachers in small rural schools. I was the only representative from South Carolina.

The General Education Board called a committee of twenty seven to Tuskegee January 6-11, 1936 to write courses in Agriculture, home economics, health, and natural science for teachers in small rural schools. There were two representatives from South Carolina and I was one of the two.

I was appointed Chairman of the Coordinating Committee for the Tuskegee group.

I am Com